

INMAN ELEMENTARY

25 Oakland Ave.
Inman, SC 29349

GRADES K-6 Elementary School

ENROLLMENT 727 Students

PRINCIPAL Beth Young 864-472-8403

SUPERINTENDENT James A. Littlefield 864-472-2846

BOARD CHAIR C. Hugh Burnett 864-472-2846

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	66	17	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No

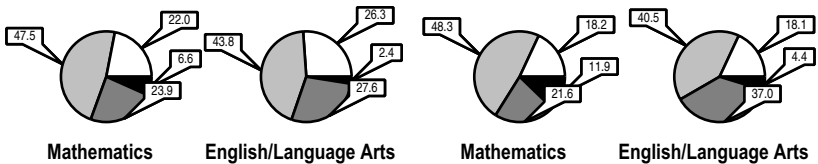
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

76.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	380	99.5	25.9	44.0	27.7	2.4	43.7	Yes	Yes
Gender									
Male	174	99.4	34.1	48.0	15.6	2.3	35.3		
Female	206	99.5	18.8	40.6	38.1	2.5	51.0		
Racial/Ethnic Group									
White	270	99.3	20.4	46.4	29.8	3.4	48.7	Yes	Yes
African-American	94	100.0	38.3	39.4	22.3	0.0	30.9	Yes	Yes
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	313	99.7	17.2	47.2	33.0	2.6	51.5		
Disabled	67	98.5	66.7	28.8	3.0	1.5	7.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	380	99.5	25.9	44.0	27.7	2.4	43.7		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	376	99.5	25.1	44.5	28.0	2.4	44.2		
Socio-Economic Status									
Subsidized meals	180	100.0	35.8	41.3	21.2	1.7	32.4	Yes	Yes
Full-pay meals	200	99.0	16.8	46.4	33.7	3.1	54.1		

Mathematics - State Performance Objective = 15.5%									
All Students	380	99.7	21.8	47.6	23.9	6.6	46.5	Yes	Yes
Gender									
Male	174	100.0	25.9	47.1	20.1	6.9	44.8		
Female	206	99.5	18.3	48.0	27.2	6.4	48.0		
Racial/Ethnic Group									
White	270	99.6	17.7	47.4	26.3	8.6	50.8	Yes	Yes
African-American	94	100.0	30.9	47.9	20.2	1.1	36.2	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	313	99.7	14.9	49.5	28.2	7.4	53.1		
Disabled	67	100.0	53.7	38.8	4.5	3.0	16.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	380	99.7	21.8	47.6	23.9	6.6	46.5		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	376	99.7	21.0	48.1	24.2	6.7	47.0		
Socio-Economic Status									
Subsidized meals	180	100.0	27.9	49.7	20.1	2.2	36.9	Yes	Yes
Full-pay meals	200	99.5	16.2	45.7	27.4	10.7	55.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	115	100.0	20.4	34.3	40.7	4.6	45.4
	Grade 4	99	98.0	26.1	37.0	34.8	2.2	37.0
	Grade 5	99	100.0	23.7	51.6	24.7	N/A	24.7
	Grade 6	112	100.0	24.8	39.0	28.6	7.6	36.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	83	98.8	19.5	26.8	46.3	7.3	53.7
	Grade 4	106	99.1	33.7	41.3	25.0	N/A	25.0
	Grade 5	96	100.0	22.9	56.3	20.8	N/A	20.8
	Grade 6	96	100.0	25.3	49.5	22.1	3.2	25.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	115	100.0	18.5	41.7	25.9	13.9	39.8
	Grade 4	99	100.0	23.7	53.8	19.4	3.2	22.6
	Grade 5	99	100.0	18.3	53.8	25.8	2.2	28.0
	Grade 6	112	100.0	17.1	27.6	41.9	13.3	55.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	83	100.0	19.3	38.6	34.9	7.2	42.2
	Grade 4	106	99.1	31.7	51.9	13.5	2.9	16.3
	Grade 5	96	100.0	15.6	53.1	21.9	9.4	31.3
	Grade 6	96	100.0	18.9	46.3	26.3	8.4	34.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 727)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.2%	Up from 0.3%	2.7%	2.7%
Attendance rate	99.3%	Up from 92.6%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%		4.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.6%		3.0%	3.5%
Eligible for gifted and talented	20.7%	Down from 24.2%	16.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 8.5%	8.6%	8.2%
Older than usual for grade	0.0%	N/A	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 53)				
Teachers with advanced degrees	50.9%	Up from 49.1%	52.6%	51.4%
Continuing contract teachers	92.5%	Up from 90.6%	90.2%	87.5%
Highly qualified teachers**	97.3%	N/A	94.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	93.2%	Up from 91.4%	89.0%	86.7%
Teacher attendance rate	96.5%	Up from 96.2%	95.1%	94.9%
Average teacher salary	\$41,794	Up 0.9%	\$40,884	\$40,760
Prof. development days/teacher	9.2 days	Down from 13.8 days	11.6 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 20.4 to 1	19.7 to 1	18.9 to 1
Prime instructional time	95.3%	Up from 88.0%	90.3%	90.0%
Dollars spent per pupil*	\$6,560	Up 14.5%	\$5,711	\$6,044
Percent of expenditures for teacher salaries*	59.7%	Down from 64.8%	65.8%	65.9%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	86.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The school year was filled with adventure and explorations as Inman Elementary School celebrated our theme, "Under the Ocean, On to the Shore in 2003-2004". Writing and literacy were emphasized through Reading Is Fundamental (RIF Grant) free book distributions, author visits, WEE Deliver, Book Sharp reading incentives, Reading Recovery and SOAR intervention, a homework center and an extended day program. Certified teachers in the computer and science labs enhanced students' interest in math, science and technology. Eagles' Path Nature Trail was established. Math manipulatives encouraged hands-on learning. A self-contained class was added to serve students with severe learning disabilities. These initiatives, along with teachers' continued efforts to incorporate and integrate grade-level standards in daily instruction, should result in increased student achievement in all areas as measured by PACT.

In addition to the implementation of the Second Steps character development program, all students were involved in our "Character Counts" incentive program incorporating character development across the curriculum. The Kiwanis Club recognized "Terrific Kids" monthly. Sixth graders benefited from the "Stop The Violence" grant-funded conflict management program.

Efforts to build a collaborative communication network between school and community included the formation of a publicity committee, an expanded web page, In-Touch phone notification system, classroom and school newsletters, and an increase in the number of parent conferences. The Spartanburg County Big Brothers and Big Sisters organization provided volunteers and mentors for our "Care for a Child" program. Miliken Corporation and District One office volunteers continue to be an important asset in working with our students. I

In an effort to meet the needs of the whole child, free breakfast was offered to all students. The ZestQuest health awareness and incentive program was piloted and will be implemented in 2004-2005.

Our mission is "to prepare students to become successful, innovative, responsible citizens and future leaders in a rapidly changing society through quality education encompassing home, school and community." We look forward to your continued support in achieving this goal.

Beth Young, Principal
Wright Gaines, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	51	96	75
Percent satisfied with learning environment	100.0%	85.4%	88.0%
Percent satisfied with social and physical environment	100.0%	85.4%	76.0%
Percent satisfied with home-school relations	92.0%	82.3%	73.0%

*Only students at the highest elementary school grade level at this school and their parents were included.